DOCUMENT RESUME

ED 279 756 UD 025 369

TITLE	John Jay High School Project TRIUNFE, 1985-1986. OEA Evaluation Report.
INSTITUTION	New York City Board of Education, Brooklyn. Office of Educational Assessment.
PUB DATE	[86]
GRANT	G00-830-2799
NOTE	32p.; Prepared by the OEA Education Evaluation Unit. For 1983-1985 reports, see ED 262 142 and ED 271 541.
AVAILABLE FROM	Office of Educational Assessment, New York City Board of Education, 110 Livingston St., Brooklyn, NY 11201.
PUB TYPE	Reports - Evaluative/Feasibility (142)
EDRS PRICE	MF01/PC02 Plus Postage.
DESCRIPTORS	Academic Achievement; *Bilingual Education Programs; Career Awareness; Computer Literacy; *English (Second Language); High Risk Students; High Schools; Minority Groups; *Native Language Instruction; *Transitional Programs; Urban Education
IDENTIFIERS	*New York (Brooklyn); Project TRIUNFE

ABSTRACT

In 1985-86, its third and final year of operation, John Jay High School's (Brooklyn, New York) Project TRIUNFE served 314 students of Hispanic, Asian, Haitian and Indian backgrounds. Its goals were to improve students' competence in speaking, reading, and writing English; to enhance students' native language ability and ethnic pride; and to teach computer literacy. Other goals were to raise students' occupational aspirations and level of achievement in vocational classes and to help them obtain part-time jobs in the neighborhood. Alternative education was also offered for the marginal/juvenile delinquent student. The project was a transitional program which aimed to mainstream students in less than two years. Analysis of student achievement data indicates the following: (1) students met the proposed objectives for English language progress; (2) students surpassed the objectives in mathematics, science, and social studies both semesters; (3) Spanish-speaking students made significant gains; (4) students surpassed the native language arts objective; and (5) attendance rate of program students was significantly higher than that of mainstream students. It is recommended that bilingual materials be shared with other programs around the city. (PS)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

O.E.A. Evaluation Section Report

Robert Tobias, Administrator of Evaluation
Judith S. Torres, Senior Manager

Grant Number: G00-830-2799

JOHN JAY HIGH SCHOOL

PROJECT TRIUNFE

1985-1986

Principal:
Hal Genkin

Program Director:
Stephen Glickman

Prepared by the
O.E.A. Bilingual Education Evaluation Unit

Armando Cotayo, Evaluation Manager
Jose J. Villegas, Evaluation/Planning Specialist
Shelley M. Fischer, Evaluation/Planning Specialist
Margaret H. Scorza, Editorial/Production Coordinator
Mary Nicolaidis, Evaluation Consultant
Ana L. Martinez, Evaluation Consultant

New York City Public Schools
Office of Educational Assessment
Richard Guttenberg, Director

It is the policy of the Board of Education not to discriminate on the basis of race, creed, national origin, age, handicapping condition, sexual orientation, or sex, in its educational programs, activities, and employment policies, as required by law. Any person who believes he or she has been discriminated against should contact: Carole Guerra, Local Equal Opportunity Coordinator, Office of Educational Assessment, 110 Livingston Street, Room 743, Brooklyn, New York 11201. Inquiries regarding compliance with appropriate laws may also be directed to: Mercedes A. Nesfield, Director, Office of Equal Opportunity, 110 Livingston Street, Room 601, Brooklyn, New York; or the Director, Office of Civil Rights, U.S. Department of Education, 26 Federal Plaza, Room 33-130, New York, New York 10278.

A SUMMARY OF THE REPORT

Project TRIUNFE, in its final year of a three-year funding cycle, provided instruction in English as a second language (E.S.L.) and in native language arts, and bilingual instruction in mathematics, science, and social studies to approximately 287 students of Hispanic, Asian, and Haitian backgrounds at John Jay High School, in Brooklyn. The project proposal also included plans for computer-assisted instruction, computer-literacy and vocational training, and personal and vocational counseling. The majority of program students were of Hispanic descent and most were in the ninth and eleventh grades. Although students were generally literate in their native languages, their academic skills varied widely.

Project TRIUNFE was a transitional program whose major goal was to mainstream students in less than two years.

Title VII funds supported administrative and support-services staff. Instructional services were provided by Chapter I and tax-levy monies. The project director had the full and open support of both the principal and the assistant principal in charge of the project.

Program objectives were assessed in English (Criterion Referenced English Syntax Test [CREST]); native languages (Interamerican Series, La Prueba de Lectura or teacher-made tests); mathematics, science, social studies, and vocational studies (teacher-made tests); and attendance (school and program records). Quantitative analysis of student achievement data indicates the following:

-- Students mastered an average of 1.7 and 1.1 CREST objectives per month in the fall and the spring, respectively, thus meeting the proposed objective.

-- Students exceeded the 70 percent passing criterion in mathematics, science, and social studies both semesters.

-- Spanish-speaking students made significant gains on La Prueba de Lectura, thus meeting the program objective.

-- Of the students enrolled in native language arts courses in French, 97 percent passed in the fall and 77 percent passed in the spring, thus meeting the objective.

-- The attendance rate of program students was significantly higher than that of mainstream students, thus meeting the proposed objective.

The following recommendation is aimed at improving future programs serving a similar population at this site:

-- Contacting New York City high school bilingual programs that serve the same non-Hispanic ethnic groups as John Jay to obtain bilingual materials for use in content-area subjects. Computer software developed by these programs might also be acquired.

ACKNOWLEDGEMENTS

The production of this report, as of all Office of Educational Assessment/Bilingual Education Evaluation Unit reports, is the result of a cooperative effort of regular staff and consultants. In addition to those whose names appear on the cover, Eulalia Cabrera has interpreted findings and has integrated material into reports. Arthur Lopatin has edited the reports following the O.E.A. style guide and has written report summaries. Finally, Joseph Rivera, Marcia Gilbert, Bruce Roach, Gladys Rosa, and Martin Zurla have worked intensively as word processors to produce and correct reports. Without their able and faithful participation, the unit could not have handled such a large volume of work and still produced quality evaluation reports.

TABLE OF CONTENTS

		PAGE
I.	INTRODUCTION	1
	Community Setting	2
	Project Setting	2
II.	STUDENT CHARACTERISTICS	3
III.	PROGRAM DESCRIPTION	7
	Staff	7
	Program Objectives	8
IV.	FINDINGS	9
	English As A Second Language	9
	Bilingual Instruction	13
	Native Language Arts	15
	Computer Skills	17
	Occupational Aspiration and Student Employment	18
	Academic Development	19
	Participation in Extracurricular Activities	20
	Parent Attendance at School Functions	21
	Staff In-Service Workshops and College Attendance	21
	Student Satisfaction with the Program	22
	Career Counseling	23
V.	CONCLUSIONS AND RECOMMENDATIONS	24

LIST OF TABLES

		PAGE
Table 1:	Number and Percent of Program Students by Language and Country of Birth.	5
Table 2:	Number of Program Students by Age and Grade.	6
Table 3:	Results of the Criterion Referenced English Syntax Test.	12
Table 4:	Passing Rates in Content-Area Courses.	14
Table 5:	Results of La Prueba de Lectura.	17

John Jay High School Bilingual Program
Project TRIUNFE

Location:	237 Seventh Avenue Brooklyn, New York 11215
Year of Operation:	1985-1986, Third and final year of funding
Languages:	Spanish, French/Haitian Creole
Number of Participants:	314 Students
Principal:	Hal Genken
Project Director:	Stephen Glickman

I. INTRODUCTION

In 1985-86, its third and final year of operation, John Jay High School's Project TRIUNFE served 314 students of Hispanic, Asian, Haitian, and Indian backgrounds. Its proposed objectives included "computer-assisted instruction, computer literacy, partial immersion for rapid learning of English, vocational training, counseling and job placement, and alternative education for the marginal/juvenile delinquent student."

The project continued to operate in much the manner described in the O.E.A. final evaluation reports for 1983-84 and 1984-85. Staff members continued to devote long hours and much energy to serving program students, and despite some problems they managed to become a very positive force in the high school. This report will focus on the changes that occurred during the project's third year.

COMMUNITY SETTING

The first evaluation report (1983-84) included a historical description of the position of John Jay High School in the Park Slope community. The situation remains difficult. Gentrification has affected the school's population: as rents rise in the neighborhoods from which John Jay's student population is drawn, families that send their children to public schools have been displaced by families that send their children to private ones. As a result, John Jay's enrollment has been declining. Because few affluent Park Slope families send their children to neighborhood public schools, busing in children from outside has failed to integrate the school and has instead created an isolated pocket of inner-city youth in a neighborhood whose local residents tend to perceive the lower-income students who attend John Jay as threatening and undesirable. This combination of neighborhood hostility and declining enrollments has created apprehension among administrators and teachers that the school will be closed.

PROJECT SETTING

The project office, located on the school's fourth floor, is a lively place because it is where students go for tutoring and counseling. The project is well integrated with the rest of the school and bilingual students constantly mix with mainstream students in the hallways. The school itself is in reasonably good physical condition.

II. STUDENT CHARACTERISTICS

John Jay has a large (40.2 percent) enrollment of Spanish-speaking students. Of the total school register (2,535), approximately 30 percent are eligible for free lunch. Forty percent of the students tested are at or above grade level in reading, and 35 percent tested at or above grade level in mathematics. Most of the school's students are Hispanic or black.

Project TRIUNFE served 314 students of limited English proficiency (LEP) during the spring of its third year of funding. Of these students, the majority (78 percent) spoke Spanish. Other native languages included Haitian Creole, French, Cantonese, Vietnamese, Arabic, and Lao (see Table 1). Most students were recent arrivals from South and Central America, the Caribbean, Haiti, India, and Hong Kong.

Fifty-six percent of the program students were overage for their grade placement. Most ninth and eleventh graders were overage, while tenth and twelfth graders were not (see Table 2).

According to the project director, there was an increase in Asian, Indian, and refugee-status students at John Jay. He described Asian students as having a strong sense of privacy. The director also stated that this small group was difficult to serve since they spoke a variety of languages.

According to members of the project's staff, the majority of Haitian students lived with relatives and very few lived with both parents. Although most were doing well academically, some had never gone to school and lacked basic reading and writing skills.

Students were admitted to the program if they scored below the twenty-first percentile on the English version of the Language Assessment Battery

(LAB) test. Spanish-speaking students were also tested with the Spanish version of the LAB to evaluate their skills in this language.

The program did not serve all the LEP students at John Jay: the director estimated that as many as 100 LEP students were not served by TRIUNFE. This was because the program focused on recent immigrants -- the group that was judged to be most in need of such a program. According to staff members, the project was the students' primary intellectual and psychological resource during their first year in America.

Project students were described as eager to learn. From the beginning, the brighter ones sought out staff to ask for help and made rapid progress. With time, the rest of the students were reported to become more goal-oriented and began to take the initiative in asking questions and seeking help.

TABLE 1

Number and Percent of Program
Students by Language and Country of Birth

Language	Country of Birth	Number	Percent
Spanish	Puerto Rico	94	30
	Dominican Republic	72	23
	Other Central & South American Countries	57	18
	Ecuador	22	7
Haitian Creole	Haiti	34	12
	Dominican Republic	1	less than 1
Cantonese	Hong Kong	7	2
	People's Republic of China	6	2
French	Haiti	5	2
Vietnamese	Vietnam	3	1
Lao	Laos	1	less than 1
Other Asian	Other Asian Countries	1	less than 1
Arabic	Lebanon	2	less than 1
	Yemen	1	less than 1
Other	India	5	1
TOTAL		311*	100.0

*Data were not available for three students.

- Seventy-eight percent of the program students were Spanish-speaking.
- Thirty percent of the program students were born in Puerto Rico.

TABLE 2

Number of Program Students by Age and Grade

Age	Grade 9	Grade 10	Grade 11	Grade 12	Total
14	3	3	0	0	6
15	15	13	5	0	30
16	15	23	17	3	58
17	20	10	30	6	66
18	7	8	46	20	81
19	1	1	29	8	39
20	0	0	13	7	20
21	0	0	3	2	5
22	0	0	0	1	1
TOTAL	58	64	137	47	306*

Overage Students					
Number	43	19	91	18	171
Percent	74	30	66	38	56

*Data were missing for eight students.

Note: Shaded area indicates expected age range for grade.

- Fifty-six percent of the program students were overage for their grade placment.
- The highest percentage of overage students occurred in grade nine (74 percent).

III. PROGRAM DESCRIPTION

STAFF

Last year's evaluation report described organizational instability and an atmosphere of tension stemming from changes in the project's staff and the appointment of a new principal. But in the year under review organizational stability had been created and tensions diminished. The new principal agreed with the philosophy of bilingual education, appreciated the work of the project's staff, and felt that the program was an asset to John Jay High School. He maintained direct contact with the project director, read the evaluation reports on the project, and was aware of problem areas.

A continuing organizational problem, noted by both school administration and project staff, was that the work of the school's bilingual guidance counselor had not been adequately coordinated with the TRIUNFE project; as a result, the project director often had to advise students on matters that were the guidance counselor's responsibility.

The project director had the full support of both the principal and the assistant principal (A.P.) in charge of the project. As a result, the project director felt that he could operate with considerable autonomy. According to the A.P., the program's success was attributable to its dedicated staff and the services the project provided to its students.

In addition to administrative tasks, the project director was responsible for guidance, career counseling, job development, and job placement. He was terribly overextended and had to put in long hours to try to meet all these responsibilities.

In the opinion of both the principal and the project director, the lack of licensed bilingual content-area teachers, particularly in math and science, was the project's main problem. Although most of the school's teachers were bilingual or trilingual, staff turnover was high.

The Title VII staff consisted of a project director, a computer specialist, a Haitian resource teacher, a family worker, and a paraprofessional.

PROGRAM OBJECTIVES

Project TRIUNFE had three major goals: to improve students' competence in speaking, reading, and writing English; to enhance students' native-language ability and ethnic pride; and to teach computer literacy. Other goals were to raise students' occupational aspirations and level of achievement in vocational classes, and to help them obtain part-time jobs in the neighborhood.

IV. FINDINGS

Evaluation findings are presented by program objectives. They include the results of student performance in courses and tests, reviews of program materials and records, interviews with relevant personnel, and classroom observations.

All students attended English as a second language (E.S.L.) classes. Spanish-speaking project students (the overwhelming majority) attended bilingual content-area courses in which the amount of English used was gradually increased. Students were usually mainstreamed at the end of their second year in the program. Tutoring, career-advising sessions, and bilingual homeroom classes enabled mainstreamed students to maintain their contacts with TRIUNFE staff members.

ENGLISH AS A SECOND LANGUAGE

-- As a result of participating in the program, students will master an average of one objective per four weeks of treatment as measured by the Criterion Referenced English Syntax Test.

E.S.L. instruction was offered to all LEP students on three levels -- beginning, intermediate, and advanced -- in both the fall and spring. There were nine classes each semester, and each class was one period per day. Students also attended one-credit supplementary English classes offered on three levels.

Student Achievement in E.S.L.

The assessment instrument used to evaluate the objective in this area was the Criterion Referenced English Syntax Test* (CREST). The CREST was administered at the beginning and the end of each semester. A mastery score to indicate gains was computed for each student by calculating the difference between pretest and posttest. The number of months of instruction between testings was computed for each student by multiplying the number of months between testings by the student's attendance rate. The number of skills mastered per month was calculated by dividing the mean mastery by the mean number of months of instruction between testings.

Table 3 presents the test results for students who were pretested and posttested with the same level. Of those who were reported to be taking E.S.L. classes, complete data (levels, pretest score, and posttest score) were available for 203 students in the fall and 215 students in the spring.

Examination of Table 3 reveals that overall, the program objective was achieved. Students mastered an average of 1.7 CREST objectives per month in the fall. During the spring semester, students acquired an average of 1.1 CREST objectives per month. Achievement at Level 3 in the fall

---

*The Criterion Referenced English Syntax Test (CREST) was developed by the Board of Education of the City of New York to measure mastery of instructional objectives of the E.S.L. curricula, and thus was constructed to maximize content validity. The test contains four items per curricular objective, and mastery of an objective is achieved when three of these items are answered correctly. The test measures mastery of 25 objectives at Levels 1 and 2, and 15 objectives at Level 3. The Kuder-Richardson reliability estimates for pretest and posttest administrations of the three levels of the CREST are:

Level 1 -- pretest (.91)/posttest (.96)
Level 2 -- pretest (.94)/posttest (.95)
Level 3 -- pretest (.91)/posttest (.91).

semester was unusually high, and should be regarded with caution due to the small sample size.

Students tested at Level 3 in the spring semester had lower performance rates than those tested at lower levels, partly because fewer skills are tested at that level and partly because mastery of objectives takes longer at that level. The program objective appears to be based on the assumption that progress across levels is linear; the lower achievement at Level 3, which is found frequently in other high school bilingual programs, suggests that it is not.

TABLE 3

Results of the Criterion Referenced English Syntax Test

Test Level	Number of Students	PRETEST Mean	PRETEST S.D.	POSTTEST Mean	POSTTEST S.D.	MASTERY Mean	MASTERY S.D.	Mean Mastery Per Month
				FALL				
1	82	2.8	2.9	7.0	3.6	4.2	2.6	1.6
2	113	7.9	5.6	13.0	5.7	5.1	3.0	1.8
3	8	5.7	1.7	11.7	2.8	6.0	1.4	2.3
TOTAL	203	5.8	5.2	10.5	5.7	4.7	2.8	1.7
				SPRING				
1	94	6.1	4.1	10.6	4.5	4.5	1.9	1.2
2	71	9.4	5.3	14.5	5.1	5.1	3.2	1.3
3	50	8.1	3.0	11.0	2.2	2.9	1.6	0.7
TOTAL	215	7.6	4.6	12.0	4.7	4.4	2.5	1.1

- The program objective of mastering an average of one CREST skill per month of instruction was achieved both semesters.

BILINGUAL INSTRUCTION

-- As a result of participating in the program, 70 percent of the students will score at or above the 65 percent passing criterion in mathematics, science, and social studies.

Bilingual course offerings for the Spanish-speaking participants included one biology, two general science, three fundamental math, one algebra, two American history, two global history, one government, and one economics classes.

A member of the evaluation team observed a social studies class on Africa that was conducted largely in Spanish. Assignments were written in Spanish, but new vocabulary was written in English. Students took turns reading aloud from their textbooks and, when needed, corrected each other's pronunciation. They seemed interested and participated actively by both asking and answering questions. They often asked questions in English.

According to the social studies' teacher, the students' oral and written skills varied. In addition, he believed that the history textbook, which was published in Colombia, was not appropriate for the project's students.

Student Achievement in Content-Area Courses

Table 4 presents the passing rates for program students in mathematics, science, and social studies courses each semester. A weighted average for the year was also computed.

Examination of Table 4 reveals that overall, 75 percent of the students achieved a passing rate of 65 percent, thus meeting the program objective. The highest passing rate occurred in fall mathematics courses (84 percent).

TABLE 4

Passing Rates in Content-Area Courses

	FALL		SPRING		TOTAL
Content Area	Number of Students	Percent Passing	Number of Students	Percent Passing	Overall Passing Rate
Mathematics	212	84.0	224	75.9	79.8
Science	179	73.2	175	74.3	73.7
Social Studies	238	76.1	217	69.1	72.8
TOTAL		77.9		73.0	75.5

- The 70 percent passing objective was achieved in all subject areas.

NATIVE LANGUAGE ARTS

-- As a result of participation in the program, students will show significant gains in Spanish language achievement.

-- Seventy percent of the students participating in the program will score at or above the 65 percent passing criterion in French language courses.

Nine sections of beginning, intermediate, and advanced levels of Spanish classes for native Spanish speakers were offered in both fall and spring. The program also offered two levels of French classes for Haitian students.

According to the French native language arts teacher, the classes contained both Haitian and non-Haitian students. The skills of the Haitian students varied widely. The teacher provided individual assistance that was suited to students' needs, and arranged for tutoring when an evaluation of their skills and backgrounds indicated that it was necessary. One of the major problems she encountered in evaluating these students' academic backgrounds was obtaining transcripts from Haiti.

A member of the evaluation team observed a native language arts computer class. Students were disciplined, interested, and participated enthusiastically. Two Title VII staff members were present in the class to help students with their assignments. Students used word processing software to write short compositions in Spanish. They worked together, sharing 17 computers and two printers. Linguistically stronger students were paired with weaker ones to help foster a cooperative atmosphere.

Student Achievement in Spanish Language Arts

The assessment instrument used to measure gains in reading and writing in Spanish was La Prueba de Lectura*, Level 3, Form D, administered in the fall and spring. Because the publishers recommend local norms and programs do out-of-level testing, analysis was based on raw score gains rather than on standard score gains. The results are presented in Table 5. Complete data on both tests were available for 122 program students (67 percent of students enrolled in Spanish-language classes).

Statistical significance of the mean gain was determined through the correlated t-test model to demonstrate whether the mean gain is larger than would be expected by chance variation alone. Because statistical significance does not provide enough descriptive information, the table also includes the proportion of students making gains.

Examination of Table 5 reveals that students showed statistically significant gains ($p<.05$) in Spanish language achievement, thus meeting the proposed objective. Of all students tested, 90 percent made actual gains.

Student Achievement in French Language Arts

The overall passing rates for students enrolled in French-language courses were 96.9 percent in the fall and 77.3 percent in the spring. The

*The Interamerican Series, La Prueba de Lectura is part of the Interamerican Series of Tests published by the Guidance Testing Associates. The purpose of this series is to measure reading achievement in Spanish for Spanish-speaking students from the western hemisphere. The norms for the test were based on a sample of students from Puerto Rico. However, as these norms may not be appropriate for students studying in other countries, the publishers recommend that local norms be developed for the test. As of this date, local norms are not available. The test has alternate form reliability coefficients ranging from .87 to .90, and validity studies indicate that the test has correlations greater than .80 with other standardized tests of reading, and correlations of about .50 with teacher grades, thus indicating construct validity.

65 percent passing objective for these students was surpassed both semesters.

TABLE 5

Results of La Prueba de Lectura, Level 3

Number of Students	Pretest Mean	Pretest S.D.	Posttest Mean	Posttest S.D.	Gain Mean	Gain S.D.	Proportion Making Gains
122	59.1	19.8	68.4	18.7	9.3*	7.4	91.0

*Statistically significant at the .05 level.

- Ninety-one percent of the students tested on La Prueba de Lectura made significant gains ($p<.05$).

COMPUTER SKILLS

The most distinctive feature of the project was its use of personal computers to instruct students. After three years, the TRS-80 computers appeared to be working reliably. The program was apparently giving students the opportunity to develop computer skills and solve some of the typical problems involved in using software. The word processing program appeared to be more of a success in these respects than the computer-assisted instructional programs. But even with the latter, students appeared to be working comfortably.

The project shared its computers, which had been purchased with Title VII funds, with the mainstream. According to program staff members, this was thought to be useful for developing good relations between the project and the mainstream. It was also pointed out that because the wiring of the

computer lab had been paid for with tax-levy funds, mainstream students were entitled to access to the computers half of the time. Nevertheless, sharing machines compromised the project's overall objectives because it prevented some project students -- especially the non-Hispanics -- from having daily computer access in connection with their E.S.L., math, and native language arts classes. For example, Chinese students had to take computer classes with mainstream students.

Earlier in the term, the project had held a number of after-school classes in word processing and typing for the benefit of both staff and students. But greater efforts were needed to develop ways to integrate computer use with the other content-area courses. Additional computer software had been ordered and a new computer curriculum developed during the year under review.

OCCUPATIONAL ASPIRATION AND STUDENT EMPLOYMENT

-- By the end of the program year, at least 50 program students will have requested employment placement.

The project director and the computer specialist, in conjunction with the school's Drop-out Prevention Program, developed a strong student-employment component based on a good working relationship with community-based offices and stores.

Students received employment counseling and were helped to apply for their working papers and social security numbers. Part-time jobs were arranged in the school and in the community for eleventh-grade program students. Although the number of students requesting employment placement was not provided, the project director reported that since November 1985, 45 program students had been employed and received job credit. Fifteen of

these students were employed in school (two worked in the ASPIRA Club as file and stock clerks); 17 worked in the community; and 13 found work on their own. The available data suggest that this objective was substantially met.

ACADEMIC DEVELOPMENT

-- By the end of the program, the bilingual guidance counselor will have developed an academic profile on participating students.

The family worker was responsible for keeping an updated academic file on each project student. In addition, project staff members worked with grade advisors whenever problems arose regarding students' permanent academic records. According to the family worker, it was important to keep students' permanent records up to date because they moved back and forth between the U.S. and their homelands.

The director was responsible for improving the academic image of project students. Until this year, they had not been eligible to be school valedictorian because they did not attend John Jay for four years. It was also generally thought that all bilingual courses were remedial. Because of the project director's informational efforts, as of 1985-86, bilingual students were eligible to be candidates for valedictorian and one was so honored in June. In addition, the letter "R" will be placed next to bilingual courses that parallel the mainstream ones to emphasize that they are as academically rigorous as their mainstream counterparts.

PARTICIPATION IN EXTRACURRICULAR ACTIVITIES

-- By the end of the program year, at least 30 students will have participated in ASPIRA or in the French Club.

According to the project director, many program students were actively involved with ASPIRA or the French/Haitian Club. The ASPIRA Club met once a week; the French/Haitian Club met twice a week.

According to the ASPIRA counselor who came to the school once a week, the goal of ASPIRA was the betterment of the Hispanic Community through education. His task was to provide students with the information they needed to make good college and career choices. Project staff members said that John Jay's chapter of ASPIRA was considered the most active one in Brooklyn. The club not only helped orient new students but also sponsored carnivals, food festivals, and social activities.

The Haitian/French club provided students with a sense of belonging and support while they adjusted to the U.S. According to staff members, the club had a membership of at least 20, all of whom attended the Haitian Bilingual Career Day at Brooklyn College.

The program's newsletters were so well prepared that they have been praised by the office of the Chancellor of the Board of Education. Student contributions were a major element of this publication, which also contained such basic information for students as the school's academic requirements. This year's final newsletter was devoted to the Statue of Liberty celebration and included articles on students' trips to the statue.

The program also organized a number of trips, including the Metropolitan Museum, the New York Public Library, and a Dominican Conference at Rutgers University.

PARENT ATTENDANCE AT SCHOOL FUNCTIONS

-- By the end of the program year, at least 50 percent of the parents who are members of the Parent Advisory Committee will attend at least 50 percent of the meetings of that committee.

According to the project director, the goals of the Parents' Advisory Committee were to inform parents about project activities and plans, and to work with parents to improve the project. Information on project activities was translated into all the parents' native languages.

Although attendance data were not provided, it was reported that fewer parents were involved in project-related activities this year, because the school's adult education center, which project parents had attended, lost its funding. Nevertheless, some parents of project students did attend P.T.A. meetings, and there was also an active advisory committee that met with the project director bimonthly, thus meeting the project objective.

STAFF IN-SERVICE WORKSHOPS AND COLLEGE ATTENDANCE

-- By the end of the program year, the mean attendance for bilingual staff at in-service workshops will be 80 percent.

-- By the end of the program year, at least three staff members will have taken college credit courses in bilingual education areas.

According to the project director, project staff members already familiar with computer use offered training to both project and non-project staff members. In addition, project staff members held a workshop to inform and sensitize teachers to LEP students and bilingual education.

Four teachers were enrolled in a total of five college courses during the fall and spring semesters.

STUDENT SATISFACTION WITH THE PROGRAM

-- As a result of participating in the program, students' attendance will be significantly higher than the attendance rate of mainstream students.

Attendance and dropout rates are both measures of student satisfaction. According to the principal and program staff, the bilingual program attendance rate was higher than the school's overall attendance rate. The project's dropout rate (8 percent) was lower than the overall school rate (13 percent).

Twenty-one of the 23 students who graduated from the program applied to college and two of them received scholarships. One student enrolled in the armed forces and another went to work. The principal and project director agreed that the graduation rate of bilingual students is the same as that of mainstream students.

In interviews, students expressed a great deal of enthusiasm about the program. All agreed that the program had helped them and that they would have failed had they not been able to attend bilingual content-area classes. One student stated that, even though the textbooks in these classes were in English, they were also given materials in Spanish that proved very helpful.

Statistical significance between program and school attendance was determined through the application of a z-test for the significance of a proportion.* This procedure tests whether the difference between one proportion (the program's attendance) and a standard proportion (the

---

*Bruning, J.L. and Kintz, B.L.: Computational Handbook of Statistics; Scott, Foresman and Company, 1968.

school's attendance) is greater than what can be expected by chance variation.

The attendance rate for program students (88.6 percent) was approximately 15 percentage points above the schoolwide rate (73.8 percent). A *z*-test for the significance of a proportion ($z=5.84$) indicated that program students' attendance rate was significantly higher ($p=.05$) than the schoolwide rate. The objective was achieved.

CAREER COUNSELING

The project director, in conjunction with the school's college advisors, provided career counseling on an individual basis to eleventh- and twelfth-grade project students. They were also taught how to use the library as a source of occupational information and how to write a resumé.

The project director had Hispanic students complete "JOB-O," an occupational-interest questionnaire, in Spanish. "JOB-O" also detailed the work performed by a number of different professions, their salaries, and the education required for each one.

V. CONCLUSIONS AND RECOMMENDATIONS

CONCLUSIONS

Project TRIUNFE successfully overcame many of the problems it faced during its initial years of funding. During its third and final year, the atmosphere of the project was one of organizational stability and cohesiveness. It was a bright spot in a troubled high school: program students achieved the proposed objectives in E.S.L., native language arts, and content-area subjects. The attendance rate of bilingual students was much higher than that of the school as a whole. The new principal viewed the program as a model for the mainstream and intended to duplicate its structure throughout the school. The intensive contact that bilingual students had with members of the project's staff engendered a sense of belonging, which resulted in improved attendance and academic performance. The staff was committed to ensuring that the students received all the services they needed.

RECOMMENDATIONS

The program's other ethnic groups (Haitian, Chinese, Indian, etc.) could benefit enormously from bilingual computer and content-area courses. Because there are not enough of these students to form separate bilingual content-area classes, the project director might consider obtaining bilingual curricula and materials from programs that serve these populations at other schools. These could be used in the mainstream courses that students from these groups take at John Jay. This would enable them to better understand subject areas while they learn English. Computer software developed by these programs might also be considered.